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Fifty items selected specifically for teachers of Advanced Placement and Honors English high school students are listed and annotated in this bibliography. The entires are grouped into three categories: "College Entrance Examination Board Publications," "Books and Pamphlets," and articles from "The English Journal," "College Composition and Communication," "College English," and "California English Journal." Some of the subjects covered are examinations, teaching methods, student evaluation, course guides, special programs, composition, and student responses to literature. (LH)

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California English Journal

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A SELECTIVE ANNOTATED BIBLIOGRAPHY FOR TEACHERS OF ADVANCED PLACEMENT AND HONORS ENGLISH. Compiled by Gerhard Friedrich and Michael F. M. Harada, The California State Colleges.

High school English teachers in increasing numbers have stressed the need for a selective annotated bibliography designed specifically for teachers of Advanced Placement and Honors English. We have, therefore, reviewed existing resources and listed here fifty items which seem to us particularly appropriate and helpful. While we have included some books and pamphlets, many of the entries are articles published during recent years in *The English Journal, College Composition and Communication, College English,* and *California English Journal,* since they should be easily available to the inquiring teacher.

College Entrance Examination Board Publications

The following items pertaining to Advanced Placement may be ordered from the College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540.

Advanced Placement English Course Description. (50 cents).
College Advanced Placement Policies, 1968. ($1.00).
A Guide to the Advanced Placement Program. (Free on request).
Interpreting and Using Advanced Placement Examination Grades. (25 cents).
Set of Five Copies of 1968 Essay Questions from the Advanced Placement English Examination. ($1.00 per set).

Books and Pamphlets

All items with stock numbers may be ordered from the National Council of Teachers of English, 508 South Sixth Street, Champaign, Illinois 61820.

College Preparation in English. Stock No. 17500.
A statement of the Modern Language Association of America in cooperation with the Commission on English of the College Entrance Examination Board on the teaching of composition, literature and language. $.25.

Copley, Frank O. **The American High School and the Talented Student.** Ann Arbor: The University of Michigan Press, 1961.
Professor Copley outlines the issues and problems concerning the education of superior high school students and discusses alternatives with special emphasis on the Advanced Placement Program.

End-of-Year Examinations in English for College-Bound Students, Grades 9-12. — Stock No. 01508.

A publication of the Commission on English of the College Entrance Examination Board. Presents and analyzes sample examinations in English which the Commission believes college-bound students should be able to pass at the end of each year of secondary school. $2.00.

English for the Academically Talented Student in the Secondary School, ed. Arno Jewett — Stock No. 02204.

The 1960 report of the Committee on English Program for High School students of Superior Ability of the National Council of Teachers of English. Included are recommendations for English programs for the gifted. $1.25.

Evaluating Student Themes, ed. Ednah S. Thomas — Stock No. 30308.

Themes written by college freshmen, with helpful analytical comments. (University of Wisconsin Press) $.75 (10 or more, $.60 each).

Freedom and Discipline in English — Stock No. 02400.

A report of the Commission on English. The culmination of five years of study, discussion, experimentation and synthesis, presenting a consensus among teachers of English on the essential characteristics of its component subjects. Includes ideas for the improvement of the teaching of English. $1.75.

Friedrich, Gerhard. **A Course in Advanced Placement English: Poetry Analysis and Composition** (English XxAP) Supervised Correspondence Study Series. Lincoln: University Extension Division, The University of Nebraska, 1964.

A correspondence course in Advanced Placement English, this book contains unts in testing writing ability, developing sentence awareness and controlling structure, mastering the complexities of composition, prose composition and poetry, varieties of sonnets, and varieties of poems.

Friedrich, Gerhard and Karen. **A Course in Advanced Placement English: Fiction and Drama.** (English XIIxAP) Supervised Correspondence Study Series. Lincoln: University Extension Division, the University of Nebraska, 1965.

A correspondence course in Advanced Placement English, this second of two volumes contains units in the novel and drama, specifically *The Scarlet Letter; The Adventures of Huckleberry Finn; The Red Badge of Courage; Heart of Darkness; Billy Budd; A Portrait of the Artist as a Young Man; Oedipus the King; Macbeth; A Midsummer Night's Dream; Henry IV, Part I; Hamlet;* and *Saint Joan.*

High School-College Articulation in English — Stock No. 02605.

A series of articles on the teaching of English in high school and college, including recommendations on preparation of college-bound students. Reprinted from *The English Journal* and *College English*. $1.00.

High School English for the Academically Talented — Stock No. 02801.

Report of an NCTE Committee published jointly with NEA. Describes important classroom practices. $1.00.

Honors English — Stock No. 02909.

An issue of the *Kentucky English Bulletin* directed toward honors programs for the twelfth grade. $.50.

The Humanities, ed James Lape — Stock No. 36605.

The Fall 1964 issue of *The English Leaflet*. Articles by Charles R. Keller, Miriam Goldstein, Edward C. Martin, Fred H. Stocking, Robert W. Horne, and Socrates A. Lagios. $.75.

Issues in the Teaching of Poetry — Stock No. 03203.

The first issue of the *Journal of the Michigan Council of Teachers of English*. Contains six articles on teaching poetry in the secondary and undergraduate classroom. The articles are entitled: Meaning is First, The Poet and His Poem, The Uses of Analysis, Linguistics: An Aid to Teaching for Moderns. $1.75.

Poetry in the Classroom, ed. Dorothy Petitt — Stock No. 37702.

A series of reprints from *The English Journal,* which are good examples of "individualism in teaching poetry." An approach to teaching poetry by asking questions designed to help the student to "discover and delight in both the process of discovery and in the discovery itself." Includes twenty-two poems, traditional and contemporary, and suggests ways in which students may hear a poem. $1.25.

Responses of College Freshmen to Three Novels, ed. James R. Wilson — Stock No. 15904.

A comparison of students' written responses before and after study of *The Catcher in the Rye, The Grapes of Wrath,* and *A Farewell to Arms*. $1.00.

Scholarly Appraisals of Literary Works Taught in High Schools, ed. Stephen Dunning — Stock No. 37908.

Prepared by an NCTE Committee. Appraisals of *Great Expectations, Julius Caesar, The Scarlet Letter, Macbeth, The Pearl, Huckleberry Finn, The Crucible,* and *Lord of the Flies*. $2.25 (30 or more, $1.75 each).

Shakespeare in School and College — Stock No. 38104.

A collection of essays from the April 1964 iessues of *The English Journal* and *College English*. Suggestions for teaching Shakespeare and specific Shakespearean plays. $1.00.

Significant Reading Experiences of Superior English Students, ed. Robert S. Whitman — Stock No. 16002.

A national study based upon the reading of finalists in Achievement Awards Programs of the NCTE. (*Illinois English Bulletin*) $.35.

12,000 Students and Their English Teachers. A Commission on English Publication. New York: College Entrance Examination Board, 1968.

Prepared by the Committee on Curriculum Resources of the CEEB's Commission on English, this volume contains a sampling of teaching materials dealing with novels, short stories, poetry, drama, language, and composition for grades 9 through 12. The "Introduction" expresses the hope that the book will be a "takeoff point for the creation of similar and better materials that are hand-tailored to the needs of a particular teacher, a particular class, and a particular undertaking."

Wolfe, Don M. **Creative Ways to Teach English: Grades 7 to 12.** New York: The Odyssey Press, Inc., 1958.

Cited by members of the New Jersey Association of the Teachers of English as one of the most useful resources in the teaching of English, this book includes a wide range of suggestions for the teaching of composition, language, and literature.

Articles from Professional Publications

Allen, Geraldine. "What College Students Wish They'd Had in Senior English." **The English Journal,** Vol. 53 (November 1964), 607-609.

An article summarizing statements of a panel of undergraduate students at Northwestern University.

Bell, Marvin. "Poetry and Freshman Composition." **College Composition and Communication,** Vol. 15 (February 1964), 1-5.

The author advocates the study of literature in composition courses with focus on literary techniques applicable to the writing of compositions. He gives specific examples of his technique.

Bennett, Paul L. "Reading and Writing Program for the Talented Student." **The English Journal,** Vol. 44 (September 1955), 335-339.

Motivation of talented students by means of intellectual and spiritual revelation and discovery through books; discovery of personal writing abilities by moving from business writing to essay, to narrative, and then to poetry and drama.

Billings, Jane K., and Paulson, Joan A. "Honors Reading Program in a Senior High School." **The English Journal,** Vol. 54 (May 1965), 425-428.

Cooperation between librarian and English teacher produced an outside-class reading program which has been a marked success for everyone concerned.

Bush, Sarah M. "A Humanities Course That Works." **The English Journal,** Vol. 48 (April 1959), 208-210.

A senior honors English course devoted to the study of tragedy in many literatures beginning with the Bible and including Greek, English and American masterpieces.

Estes, Helen J. "College Level English in High School." **The English Journal,** Vol. 48 (September 1959), 332-334.

Describes a program used in a Connecticut high school, designed to provide honor students with a preview of college work in language and literature.

Estrin, Herman A. "Articulation of High School and College English: A Program in Action." **The English Journal,** Vol. 55 (February 1966), 211-213.

Suggestions for improvement of teaching in college preparatory classes in high school and college freshman courses. The article also lists objectives of freshman English.

Frederiksen, Mildred. "Honors Enrichment in the Eleventh Grade." **The English Journal,** Vol. 50 (December 1961), 620-623.

Distinguishes excellent work from good work by listing requirements which include such items as mature thinking, disciplining attention, and recognizing change and development.

Friedrich, Gerhard. "The English Teacher and the Process of Communication." **The English Journal,** Vol. 55 (January 1966), 19-27.

A special lecture delivered at the NDEA Summer English Institute on critical reading and critical writing held at California State College at Fullerton. Deals with the fascination of words, conciseness and precision, and literature as composition. This articles also appears in *California English Journal,* Vol. 1 (Fall 1965), 4-16.

Friedrich, Gerhard. "Unity in the English Program." **California English Journal,** Vol. 2 (Fall 1966), 18-26.

The most overlooked "unity" in the English program is that between the schools and colleges. Dr. Friedrich notes the lack of unity among departments within a school, and concludes with a practical illustration of unity in a single lesson.

Grommon, Alfred H. "The Advanced Placement Program's Implications for the Preparation of Teachers of English." **College English,** Vol. 21 (April 1960), 373-378.

A proposal for improving preparation of tecahers for advanced courses in secondary English. Dr. Grommon lists helpful and specific suggestions for Advanced Placement English teachers.

Grose, Lois M. "The Able Student in a City School System." **The English Journal,** Vol. 55 (October 1966), 891-894, 908.

A plea for adequate provisions for the academically talented student, whether he comes from a disadvantaged area or from some other section of the school population.

Hach, Clarence W. "The Talented Pupil: A Special Report." **The English Journal,** Vol. 47 (September 1958), 368-371, 375.

Gives methods of identifying the talented English student, providing an effective classroom situation, goals for teaching, needs of teacher and school as set forth at Washington, D.C., Invitational Conference on the Talented Pupil.

Keller, Charles R. "Humanities in the High School: The Wave of the Present." **The English Journal,** Vol. 54 (March 1965), 171-174, 184.

The author enumerates reasons for the humanistic approach in all teaching and learning.

Kenyon, John Garland. "A New Approach to Teaching Explication." **The English Journal,** Vol. 53 (September 1964), 428-430.

Finding the explications of his students incredible, Mr. Kenyon devised a way to challenge their illogical statements.

Lee, Jack D. "Advanced Placement in the Total School Program." **California English Journal,** Vol. 3 (Fall 1967), 30-35.

Article based on a paper presented at the Program Development Conference for Teachers of English, Riverside, May 5, 1967. A proposal for using Advanced Placement English classes to upgrade the total English department.

McCarthy, Joseph. "Much Ado About Something." **The English Journal,** Vol. 49 (October 1960), 490-492, 501.

Response from fifty college heads of English departments on strengths and weaknesses in freshman English areas—with "action taken."

O'Malley, William J., S.J. "Literary Craftsmanship: The Integration of Literature and Composition." **The English Journal,** Vol. 52 (April 1963), 247-251.

Suggestions for sequence and wholeness in the English program during the four years of high school via the premise that literature and writing are two interrelated sides of communication.

Pelton, Claire L. "Quality and Quantity in the Advanced Placement English Program." **The English Journal,** Vol. 54 (September 1965), 502-503.

The article underscores the suggestion of the CEEB in its publication *Advanced Placement Program: Course Descriptions* that such a program "should rather emphasize a close study of relatively few works."

Perrine, Laurence. "The Nature of Proof in the Interpretation of Poetry." **The English Journal,** Vol. 51 (September 1962), 393-398.

Investigates the possibilities of finding correct interpretations of poetry.

Rinker, Floyd. "Priorities in the English Curriculum." **The English Journal,** Vol. 51 (May 1962), 309-312.

Discusses essentials of an English program for college-bound students in terms of the Commission on English of the CEEB.

Rogers, Robert W. "Articulating High School and College Teaching of English." **The English Journal,** Vol. 54 (May 1965), 370-374, 381.

The article lists specific illustrations of what has been happening in the high school-college English articulation and makes some specific recommendations for improvements.

Sauer, Edwin H. "Programs for the Academically Talented in English: What are the Gains?" **The English Journal,** Vol. 49 (January 1960), 10-15.

Five gains are: better student writing, moving from narrow perspectives in literature, better articulation between high school and college, improved teacher preparation, beneficial effect on the course of study.

Smith, Eugene H. "English Composition in the Advanced Placement Program." **The English Journal,** Vol. 54 (September 1965), 495-501.

This paper is a report on the status of recent AP candidates' performance in written composition as shown in examinations from several academic fields, and suggests implications for the teaching of written composition both in high school courses labelled "AP" and in the courses which precede them.

Wonnberger, Carl G. "A Report on a Report: Preparation in English for College-Bound Students." **The English Journal,** Vol. 50 (May 1961), 321-326.

Analyzes with a mixture of approval and uneasiness the preliminary statement of the CEEB Commission. Suggests that equal representation at all levels of instruction would provide a more realistic approach to the central areas of language, literature, and composition in the English program.